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TOOL 5.1
IDENTIFYING AND ADDRESSING EDUCATOR NEEDS

USERS
Educators and administrators; Implementers

PURPOSE
To plan for the hiring, training, and ongoing support of teaching staff

ENGAGE
National education officials; Local education officials; Teachers' unions, faculty unions/senates

INSTRUCTIONS

1. **Review and complete the checklist** to consider educator needs as you return to learning. Include notes specific to your school or education or training program. Whenever possible, consult with educators themselves when identifying needs and creating plans.

2. **When you complete this tool, answer the debrief questions** to identify what you have learned, what it means for the return to learning, and what must happen next.

3. **Finally, complete the Action Plan in Tool 0.2** to list strategies to enhance resilience of the education system and compile in a single plan the key actions for follow-up.

EDUCATOR NEEDS CHECKLIST

Ensure sufficient teaching staff for the school/educational institution.

☐ **1. Conduct an inventory of educators returning to the school/educational institution.**
Identify how many educators will be returning when the school reopens. Given new policies and protocols to promote health and safety, such as physical distancing or decreased class sizes, identify how many new educators or staff members must be hired to meet the human resources needs post-crisis.
Notes:

☐ **2. Identify individuals or community groups that could assist the teaching staff.**
The school or educational institution's teaching staff can be aided by pulling in volunteers and teaching assistants from the community. Gather a list of local community groups, universities, technical schools, religious institutions, organizations for individuals with disabilities, or other organizations that may be interested in supporting local schools and educational institutions. Community members, youth, university students, and teachers in training may be able to act as teaching assistants. Be mindful of the fact that such volunteers or assistants will require training and should not replace qualified educators. In addition, remember that learners themselves are assets, and can support one another through peer-to-peer collaboration and learning.
Notes:

☐ **3. Hire educators and teaching assistants and onboard volunteers to meet the school/educational institution's needs.**
Ensure that there are adequate qualified educators in each class, as determined by national policy. Follow national guidelines for onboarding and training, which may include background or reference checks, in addition to new teacher, staff, or volunteer training (see points 4 through 6 below).
Notes:

Build the capacity of the teaching staff to provide education during and after the crisis.

☐ **4. Conduct a needs assessment to gauge the staff's strengths and areas for improvement for the return to learning.**

Needs assessments can be formal or informal, but should gather information about the educators' strengths and areas that need improvement. When collecting information, consider basic pedagogical and content knowledge, especially for new and under-qualified educators. Given the nature of teaching during and following crises, assess all educators' competencies in:

- Safety and health procedures
- Distance and blending learning structures
- Education technology, specifically those used for blended and distance learning
- Learner-centered pedagogy
- Teaching a condensed curriculum and/or prioritized competencies

- Student assessment
- Remedial support for struggling learners
- Differentiation
- Academic content
- Social-emotional learning

Notes:

☐ **5. Identify existing structures that support capacity development and adapt these structures for distance professional development.**

Structures might include a designated time period for educator professional development, set communication channels, lead teachers or professional development facilitators, mentorship programs, or capacity development support from outside organizations. Ensure that existing structures can be adapted to distance learning models should schools/educational institutions be required to close once again.
Notes:

☐ **6. Provide ongoing professional development for new and returning educators.**

Ensure that educators have access to ongoing professional development opportunities, as well as opportunities for mentoring and active collaboration, as possible. Administrators and others in leadership should prepare to provide such opportunities in person or remotely, building on resources and practices already in place.
- Useful Resource: Coaching in Early Grade Reading Programs: Evidence, Experiences and Recommendations

Notes:

☐ **7. Provide educators with the materials necessary for in-person, blended, and distance learning.**

Ensure educators have the necessary curricula, teaching guides, and learning aids. If the school or educational institution is accelerating learning, teaching materials may include a new condensed curriculum or prioritized competencies. For distance or blended learning, educators may require specific technology, such as mobile phones or computers. Educators should not be faced with acquiring these resources independently, nor should they be required to purchase phone credit or Internet access.
Notes:

Support the teaching staff's well-being.

☐ **8. Ensure the teaching staff's basic needs are being met.**

Educators who are physically, mentally, and emotionally well will be most effective in the classroom. Ensure that educators are receiving a reliable salary and have access to adequate housing, food, and any other basic necessities. In addition, given that educators and staff have experienced the same emergency as the learners, make sure that they have access to emotional and psychosocial support.
Notes:

☐ **9. Provide opportunities for educator and staff check-ins and ongoing communication.**

Educators and other staff have been affected by the pandemic just as learners have been. Structure regular check-ins and open communication with the teaching staff to identify new challenges and opportunities, collaborate, and maintain a positive morale.
Notes:

Engage with policymakers to advocate for policies that ensure the hiring and support of all educators.

☐ **10. Ensure adequate communication to district and national officials and policymakers.**

As learners and educators return to learning, educational institutions must ensure their needs are being met. As challenges arise, an adequate communication channel to district and national officials allows individuals and institutions to campaign for policies to meet their needs. Consider policies regarding required certification, hiring caps, language of instruction, and the number of students per class. Use these communication channels to advocate for changes using specific language and solutions that would benefit the educators and learners.
Notes:

PLANNING DEBRIEF

WHAT?

What have you learned from this tool? What decisions have you made? What is missing?

SO WHAT?

What implications does this have for planning the return to learning? Why is this important?

NOW WHAT?

What must you do next? What challenges must you address?